Stage 1 Desired Results	
ESTABLISHED GOALS	*Transfer*
Develop a working definition of excellence • Describe the principles, examples, and non-examples of excellence in education.	*Students will be able to independently use their learning to…* Define excellence; make professional learning a priority; prioritize frontloading when planning instruction; integrate listening, speaking, and questioning; embrace the reading-writing connection; teach readers and writers first, reading and writing second
Make professional learning a priority • Start or sustain a list of professional books and literature read and currently reading. • Examine current beliefs about literacy.	*Meaning*
	UNDERSTANDINGS *Students will understand that…* 1. Teachers can make a difference in the lives of their students. (primary course understanding) 2. For students to achieve excellence, they need to be engaged in literacy experiences that offer voice and choice, are challenging, and are personally meaningful to them. 3. Reading, writing, speaking, listening, questioning and other forms of thinking are a means to an end: a knowledgeable citizenry able to access, interact with and strengthen a democratic society.	**ESSENTIAL QUESTIONS** *Students will keep considering…* 1. What can I do to make worthy difference in the lives of my students? (primary course question) 2. How do we create schools where all learners – students, teachers, leaders – are joyful, engaged in meaningful work, and self-directed? 3. Why read? Why write?

Prioritize Frontloading When Planning Instruction

• Identify strategies for frontloading a lesson plan or unit of study.
• Apply the Optimal Learning Model to instructional plans.

Integrate Listening, Speaking, and Questioning

• Analyze videos and/or real examples of excellent literacy instruction.
• Rehearse a simulated class discussion.

Embrace the Reading-Writing Connection

• Examine connections between the reading and writing processes.
• Integrate genre study and skill development within authentic text experiences.

Acquisition	
Students will know… 1. A journey toward excellence begins with continuous professional learning. 2. Our beliefs guide our classroom decisions, including how we teach and what resources we use with which to teach. 3. The more reading and writing students do, the more they will improve as readers for meaning and writers for an authentic audience and purpose.	*Students will be skilled at…* 1. Examining one's beliefs about literacy in order to select and apply principled practices and resources. 2. Selecting teaching strategies that are best aligned with valid research, students' needs, and curriculum expectations. 3. Recognizing the reciprocal nature of reading and writing.

Teach Readers • Become/continue to be a visible reader. Also, read aloud daily. • Apply assessment wisely and to promote engagement & excellence. **Teach Writers** • Focus on the writer first, the writing second. • Evaluate the roles of revision and editing in the writing process. • Have students write for real-world audiences and purposes.	4. For students to achieve literacy excellence, they have to develop a positive disposition toward reading and writing in addition to building skills and applying strategies.	4. Applying literacy strategies at developmentally appropriate times within instruction as well as for themselves as readers, writers, and thinkers.

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
(Performance is judged in terms of): • Most pressing literacy issues are examined and incorporated. • Significant questions stimulate curiosity and deep thinking. • Teachers' and students' backgrounds, strengths, needs, and interests are taken into consideration. • Guided discovery and inquiry are promoted. • Choice within structure is built into the learning plan. • Options are presented to anticipate change in plans and allow for flexibility.	PERFORMANCE TASK (*Students will show their learning by*): With the first draft of an extended literacy lesson plan in hand, place students in peer writing groups to provide affirmation and feedback on each other's work. Use the evaluative criteria provided to guide discussions on whether the lesson plans promote depth over breadth, make meaningful connections beyond literacy, keep the end goals and purpose visible to students, and let the audience and purpose determine the format for the work students produce. See pages 86-90 in *Literacy Essentials* for more information. Additionally, students should share/submit a draft of an example for their lesson plan's final project that effectively integrates technology. Students can present their projects in small groups for viewing and critique. Revisit the technologies suggested by Trish Richardson in *Literacy Essentials* (Appendix D) for additional ideas on how to integrate digital tools into the projected summative experience.
	*OTHER EVIDENCE:

1. Knowledgeable; open-minded; curious 2. Insightful; original; creative 3. Accurate; valid	1. Participation during classroom discussion, including reactions and responses (See "Appendix E: Talk Moves to Support Classroom Discussion" in *Literacy Essentials*) 2. Written reflection, including self-assessment and goal-setting (See "Rethink, reflect, revise" in Stage 3 – Learning Plan) 3. Short-answer assessment (quiz), including multiple choice and constructed responses (See study guide for *Literacy Essentials* to generate questions, available: https://sites.stenhouse.com/literacyessentials/study-guide/). Use digital assessment tools such as Google Forms and Quizzizz to efficiently capture students' responses. *See Stage 3 - Learning Plan, "Tailor for Diverse Learners", for suggestions on how instructor can differentiate teaching in an online-only learning environment.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction ("WHERETO")

Where we are going: The second section of *Literacy Essentials* is focused on **excellence**. In this part of the course, we will understand that excellence is a by-product of thoughtful, engaging, meaningful instruction that focuses on the student as a reader, writer, and thinker.

Hook and hold interest: Watch the video "Advice to Writers" featuring Ta-Nehisi Coates, and then read the article "Writing instruction in our schools is terrible. We need to fix it." by Jay Matthews. Next, respond to the following questions in writing and/or group discussion:

- After watching and reading this content, has your thinking changed about writing and the writing process? If so, how?
- How might writing instruction be improved in schools today? Thinking about your own K-12 experiences; would you agree with Matthews's assessment?
- In light of Coates's advice for writers, define "failure" in the context of education.
- What is the role of reading as it relates to writing? Why are these two disciplines are often separated in classroom instruction?
- What entry points have you considered in your future classroom that would engage students to reach literacy excellence?

Experience and equip students: Whatever we expect of our future learners, so too should our current students experience. The following knowledge, tools and know-how are designed to meet the performance goals for this unit of study.

Knowledge: For each subsection, assign the following per week:
- Read the subsection, responding to the content using close reading strategies.
- Write a reaction to the content from the section and post it on an online discussion board via your learning management system.
- Comment at least twice on two other classmates' reactions.

Tools: Continue to apply the Optimal Learning Model (OLM) for releasing responsibility of learning to students regarding each week's topic of study. This framework can be named and unpacked while reading and responding to "Excellence 2 – Expert Teaching Through Frontloading", pgs. 129-148. Be explicit in your own instruction as to how you are applying the OLM. Consider having a visual/poster displayed in your classroom as an anchor chart to reference while teaching and learning.

Know-How: Students will eventually be asked to become independent in their understanding of excellent literacy instruction, at least in the context of the undergraduate classroom. The following sections of Stage 3 should guide students to become more self-determining learners.

Rethink, revise, reflect: Students should continue to write regularly, using the guidelines and suggestions from Section 1 – Engagement. In this stage, students can also use their time for writing to curate previous pieces that spoke to them personally and/or received a noticeable reaction from an audience. Reactions can include comments and likes via an online discussion board and/or mentions during in-class conversations. The purpose of this curation is to start preparing for the written portion of the performance task (see below, "Organize for engagement and effectiveness"). Technologies such as Evernote, Pinterest, and LiveBinders are effective tools for curating favorite pieces to showcase and to reflect on current thinking.

Evaluate, self-assess, self-adjust: Regarding this course's performance task, continue to reference Regie's provided extended lesson plan in *Literacy Essentials*. Refer to the evaluative criteria from Stage 2 for guidance. Peer assessment and self-assessment should be facilitated. Instructor feedback should also be provided for students so they can self-adjust. Consider rereading "Focus on the Writer First", pgs. 230-231 as a class to review the suggestions for guiding peers in their work. Appendix G in the text (A15) may also be helpful for students to review.

Tailor for diverse learners: Every classroom has unique needs that may demand modifications and accommodations for every student to be successful. Consider the following suggestions for adapting instruction:

- If posting a video lecture online in a learning management system, i.e. flipped instruction, consider using applications such as Clips or the close captioning in YouTube for recording video that will provide close captioning as you speak for the hearing impaired.
- If a student struggles to document information from discussions and other more fluid learning experiences, designate one student to be the official note taker for the class. Have this student post their notes online for everyone to read. Digital tools such as Notability and a stylus can be effective in creating visually attractive notes.

- If a student struggles to communicate their thinking through the written word, consider allowing them to record their audio or video record their responses and post them online. Digital tools such as [GarageBand](#) and [iMovie](#) would be appropriate accommodations.

Organize for engagement and effectiveness: As part of the final project, students will be expected to publish an original piece of writing about a topic of their choosing as it relates to the course. This writing would more closely examine at least one aspect of their literacy lesson (performance task) and highlight why it was included to help ensure student engagement, excellence, and equity. The writing along with the drafts and revisions that preceded this final product should be included. A short response would accompany this work to provide context for an authentic audience. The authentic audience might be the student, that is, the writing might be a deep and detailed reflection on how s/he might use their learning from the course to improve and inspire meaningful student learning.

Additional Notes:

Curriculum developed by Matt Renwick on behalf of Regie Routman and Stenhouse Publishers.

Template used for this curriculum comes from *The Understanding by Design Guide to Creating High-Quality Units* by Grant Wiggins and Jay McTighe (ASCD, 2011).